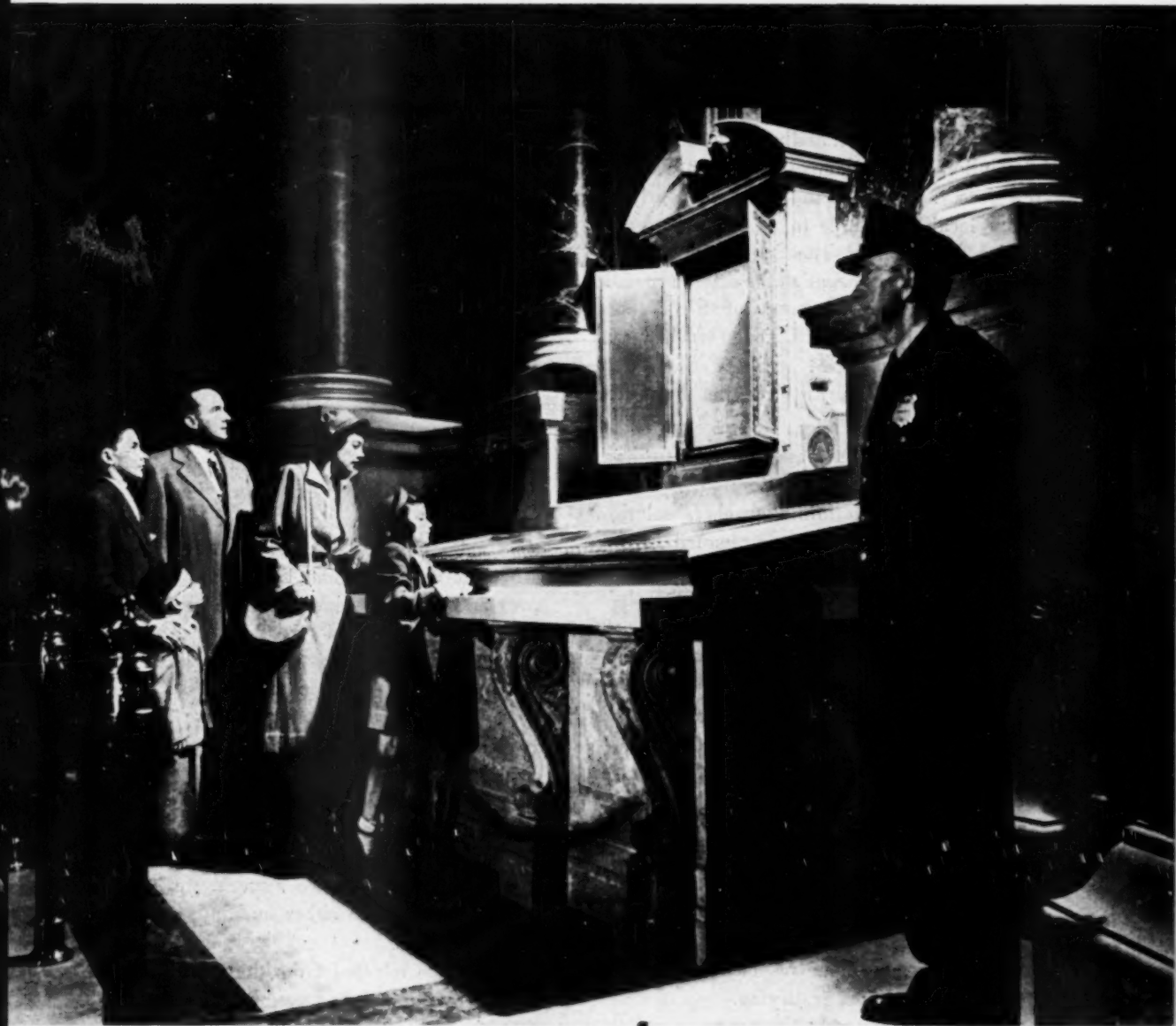


THE AMERICAN TEACHER



Viewing the nation's most treasured documents, the Declaration of Independence, the Constitution, and the Bill of Rights, in the National Archives Building, Washington, D.C. Photo from Mosler Safe Co.

• February • 1954 •

No magic formula— just hard work

A LETTER we received recently from one of our members stated, in effect: "I am just beginning to realize the extent, the scope, and the influence of the American Federation of Teachers. It is likely that few of our members realize the significance of the organization to which they belong."

The year 1953 was replete with examples of the dynamic program of the AFT, beginning with the successful salary negotiations in Superior, Wisconsin, and ending with the successful solution to the salary difficulties in Garfield, New Jersey. In the period between, nearly all of our locals were able to negotiate increased salaries for teachers. The San Francisco Federation of Teachers negotiated a salary schedule which provides a maximum of \$7,125, the highest in the nation, and Chicago teachers will receive salary increases totalling \$7,740,000 through negotiations just completed by the Chicago Teachers Union.

While promoting increased salaries, we have successfully prevented the adoption of "merit rating" plans for determining teachers' salaries. At the same time, we have promoted further democracy in education by securing a written statement from state authorities that "teachers have the right to join organizations of their own choosing."

As a full-time president, I have had the opportunity to visit and meet with locals across the nation. During the past year, I visited nearly 300 locals, talked to dozens of Central Trades and Labor Councils, and addressed the Indiana State Federation of Labor convention. From our National Office we wrote to every Central Trades and Labor Council in the United States, asking help and cooperation in organizing teachers and assisting in teacher salary and welfare programs. The response from these groups has been most gratifying.

Over 35 of our AFT members participated in the UNESCO conference held at the University of Minnesota. The AFT supported federal aid to education, and the effective campaign

CARL J.
MEGEL



which we promoted in our attempt to secure passage by Congress of the "Oil for the Lamps of Learning" bill had tremendous educational value. Through our efforts, the AFL convention adopted resolutions favoring continued support for federal aid to education, inclusion of teachers in Social Security to supplement existing pension systems, and tenure, seniority, and other teacher rights.

In the field of publicity and public relations, the AFT can be justly proud of its campaign to bring to the American people an understanding of the crisis we face in American education and to enlist their support in our program. Through the Caylor Organization, we have been able to secure radio programs which were carried by over 550 radio stations. We have been able to secure the publication of articles in 220 newspapers in 28 states across the nation. Total coverage would provide more than 300 full newspaper pages. Our articles have appeared in the *American Federationist*, the official publication of the AFL, and another article is in process. Every two weeks, articles are going to 220 newspapers across the nation and to the labor press, which includes 165 papers. On an average of at least once a week, we have an article appearing in either our daily papers or the labor press.

An article released from the meeting of the Executive Council in December urged a \$15,000,000,000 nation-wide school rejuvenation program. A few days later U.S. Senator George Smathers of Florida sent us a letter in which

(Continued on page 18)

FEBRUARY 1954

The American Teacher

Volume 38, Number 5

- 2** *President's Page—No Magic Formula—Just Hard Work*
by CARL J. MEGEL
- 4** *AFT Policy with Respect to Communist Teachers and
the Fifth Amendment*
by JOHN LIGTENBERG
- 7** *Teachers and the Fifth Amendment*
by MATTHEW WOLL
- 8** *The Washington Scene*
by SELMA BORCHARDT
- 12** *The Delhi Public Library Project*
by FRANK M. GARDNER
- 14** *AFT Files Amicus Curiae Brief in Segregated Schools Case*
- 15** *The Salary Difficulties in Garfield, New Jersey*
- 19** *For College Graduates Over 60*
- 20** *The Curriculum Corner*
by JEANNETTE VEATCH
- 21** *Another Curriculum Corner*
by DONALD CAIN
- 23** *The Human Relations Front*
by RICHARD PARRISH
- 24** *Labor Notes*
- 26** *Books and Teaching Aids*
- 28** *Our Locals Report*

Published by The American Federation of Teachers
affiliated with The American Federation of Labor

Editor: Mildred Berleman
Associate Editor: Julia Lorenz

Editorial Board: Mary Wheeler—chairman
Jessie Baxter, Arthur Elder
Irvin Kuenzli, Carl Megel

Copyright, 1954, by The American Federation of Teachers. Entered as second-class matter October 15, 1942, at the postoffice at Mount Morris, Ill., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 26, 1925, authorized November 3, 1926. SUBSCRIPTIONS: \$2.50 for the year—Foreign \$2.60—Single copies 35c. Published monthly except June, July, August and September at 404 N. Wealey Ave., Mount Morris, Ill. Editorial and Executive Offices, 28 E. Jackson Blvd., Chicago 4, Ill. For information concerning advertising address M. V. Halushka, 2929 W. Jerome Ave., Chicago 45, or telephone Harrison 7-2951, Chicago. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, drafts, stamps or check. Available on microfilm through University Microfilm, Inc., Ann Arbor, Mich.



AFT Policy with Respect to Communist Teachers and the Fifth Amendment

By JOHN LIGTENBERG, General Counsel for the American Federation of Teachers

At its December meeting, the AFT Executive Council voted to reconsider the action which it had taken last August in relation to the clarification of AFT policy on Communist teachers and the Fifth Amendment. The Executive Council then adopted this statement, prepared by AFT's General Counsel, John Ligtenberg, as its interpretation of AFT policy on the subject and directed that the statement be published in the February issue of the "American Teacher."

Statement of the Issue

THE 1953 convention of the American Federation of Teachers adopted a resolution relating to teachers who avail themselves of the privilege against self-incrimination guaranteed by the Fifth Amendment to the Constitution. This resolution was as follows:

"That while we oppose the employment of Communists in our schools, we decry the dismissal of competent employees solely on the grounds that they avail themselves of their legal and constitutional rights guaranteed in our Bill of Rights."

It was considered by some delegates that this statement was in conflict with a resolution on the subject of the AFT policy with regard to the defense of teachers accused of being members of the Communist Party. This resolution, which was adopted by the 1952 AFT convention, was as follows:

WHEREAS, The American Federation of Teachers, which by its constitution bars from membership Communists, Fascists, and others "subject to totalitarian control," cannot logically insist that Boards of Education employ or retain such persons as teachers in the public schools; and

WHEREAS, The United States Supreme Court in upholding the conviction of eleven Communist leaders has ruled that "the Party (Communist) rejects the basic premise of our political system that change is to be brought about by non-violent constitutional process";* and

WHEREAS, The same authority held "that the Party (Communist) advocates the theory that there is a duty and necessity to overthrow the Government by force and violence . . ."; and

WHEREAS, The American Federation of Teachers respects and recognizes as legitimate the concern of parents with the influences exerted by teachers on their children and necessarily holds the welfare of the group preponderant over the individual's; and

WHEREAS, It is essential, particularly in these times of international tension and ideological confusion, to instill in our youth the attitudes of truth-seeking and the ideals of democracy; and

WHEREAS, Communists and other totalitarians are committed to a practice and to an ideology that are inherently inconsistent with the aforementioned attitudes of truth-seeking and ideals of democracy; and

WHEREAS, An AFT local confronted with a decision involving the equities of an individual teacher vs. parents and community, needs the guidance of an unequivocal statement of AFT national policy; therefore be it

Resolved, That the AFT and/or its locals does not undertake to defend a teacher whose membership in the AFT is, or would be, in violation of Section 11 of Article III of the Constitution of the AFT; and be it further

Resolved, That all locals of the AFT shall further the use of the democratic principle which entitles every citizen to a fair trial through due process of law, keeping in mind the tradition, long cherished in free countries, that the accused is assumed to be innocent until proven guilty; and be it further

Resolved, That it is the duty of any local to see that a teacher accused of being a member of the Communist Party or any other totalitarian organization has every opportunity to clear himself of the charge; and be it finally

Resolved, That all AFT locals be informed of this definition of national policy and instructed to consult with the area vice-president and the National Office in respect to defending any teacher accused of being a member of the Communist Party or any other totalitarian organization.

The point was also raised that the 1953 resolution was in conflict with the following state-

*Justice Frankfurter, *Dennis v. United States*, decided June 4, 1951.

ment contained in the report of the Washington Representative:

It is the abuse of a right which weakens the right itself. The abuses of the Communists and others who are disloyal to our government have succeeded, to a large degree, in lessening our age-old respect for the Fifth Amendment. . . .

Teachers who testify and who, because they are teachers, have an especially great responsibility to our government, should certainly testify fully on facts concerning their activities in the Communist Party.

It is because the Communist Party has been found, *at law*, to be an instrument for the overthrow of our country and the destruction of our fundamental concepts of free government, that any teacher can be expected—as a matter of ethics—to testify freely and fully regarding any connection he may have or have had with the Party.

What parliamentary action had been taken on the report of the Washington Representative could not immediately be ascertained.

Because of these doubts a further motion was afterward adopted at the 1953 convention as follows:

"That the Executive Council be authorized to make a statement for the use of locals clarifying more fully the position of the AFT in regard to the policy of this organization as a result of the action taken at this convention on the use of the Fifth Amendment, of the adopted statement of the report of the Washington Representative, and of the 1952 convention resolution on the defense of teachers charged with Communist activities."

The evident intent of the last quoted resolution was to authorize the Executive Council to

make a statement clarifying the several pronouncements above set forth. This was an appeal to the constitutional power of the Executive Council to interpret and enforce the constitution and to deal with all the affairs of the federation between conventions (Const. Art. IX).

Is there a conflict?

Resolutions of the conventions of the American Federation of Teachers containing statements of policy are deemed to have the effect of laws or ordinances of the organization until changed. Thus the 1952 resolution remains the policy until altered or revoked by a succeeding convention. The federation has such statements of policy on a wide variety of subjects and these frequently come up for re-examination. Examples are the policies on federal aid, strikes, segregated schools, and defense of teachers.

It is, therefore, appropriate to attempt to locate the principal theme of the 1952 resolution. We submit that it is as follows:

That we do not undertake (i.e. promise) to defend a teacher whom we would not accept as a member or whose membership would be in violation of the constitution. We shall, however, insist that a teacher accused of being a member of the Communist Party have a fair trial.

Stated in another way, we will not defend a Communist, but we will defend a person accused of being a Communist, at least until guilt is established to our satisfaction.

If we state the 1953 resolution in terms of



This photograph was taken at the AFT Executive Council meeting held in Chicago, December 28-29. Among the most important problems considered at this meeting was the clarification of AFT policy with respect to Communist teachers and the Fifth Amendment. Seated at the extreme right, front, is AFT General Counsel John Ligtenberg, who prepared the statement of policy presented here.

the 1952 resolution we shall discover the area of conflict and in so doing define what remains of the 1952 policy.

A. In the 1953 resolution we state as an organization:

"We oppose the employment of Communists in our schools."

In some respects this is a stronger statement against Communist teachers than is found in the 1952 statement. In 1953 we "oppose." In 1952 we said that "we cannot logically insist," the AFT "respects and recognizes as legitimate the concern of parents," and finally "we do not undertake (i.e. promise) to defend."

B. In 1953 we said:

"We decry the dismissal . . . solely on the grounds, that they avail themselves of their . . . constitutional rights."

In 1952 we said:

"All locals shall further the use of the democratic principle which entitles . . . a fair trial through due process of law . . . the accused is assumed to be innocent until proved guilty."

On the surface, at least, there is no conflict between these two statements. If the one limits the other, it must be in the context that the clash appears. The context here is that in 1952 we spoke of the right to a fair trial and the presumption of innocence; in 1953 we spoke in reality of one thing only—the privilege against self-incrimination.

The language is general in form "they avail themselves of their legal and constitutional rights guaranteed in our Bill of Rights." The meaning is: they refused to testify before a legislative committee or other investigative body. And beyond that the context includes the whole climate of public opinion.

* * *

What then did we abandon in 1953 that we held in 1952?

A. We still do not undertake to defend Communists, where the reason for their dismissal is that they are Communists.

B. We still demand a fair trial for one accused. We have selected for emphasis one aspect of a fair trial—the right to refuse to testify against oneself.

C. When a teacher is put in jeopardy of loss of tenure we will still give support until guilt appears to our satisfaction.

The limitation appears precisely in the last statement (C). We will not accept as evidence

of guilt the fact that a teacher refuses to testify against himself.

From this analysis there is no conflict between the 1952 and 1953 policies. The statements can be analyzed from another viewpoint, which we will now consider.

In both resolutions we are speaking of reasons for the dismissal of teachers. These reasons are:

1. Membership in the Communist Party.
2. Refusal to testify as to whether or not the teacher is a member.

In 1952 we said we would not spend our money to defend the right of a member of the Communist Party to be a teacher. In 1953 we said we would spend our money to defend a teacher dismissed solely because of refusal to testify on constitutional grounds.

Therefore, we have taken a position on two reasons for dismissal. To the extent that there is a conflict it rests in the fact that membership in the Communist Party is involved in both cases.

Now let us examine the 1953 resolution again. Whom shall we defend?

1. Non-Communists.
2. Competent employees.
3. Dismissals solely on the ground, etc.

The emphasis here is on the word "solely." We will defend a non-Communist, competent employee who is being dismissed solely, etc. We will still not defend a known Communist's right to teach.

Our conclusion is that the clear emphasis in the dismissal proceeding must be on the refusal to testify.

This distinction is not an easy one to make, but as a matter of fact there is nothing easy about any part of this problem. It may be as little or as much as saying that we do not defend a Communist's right to be a teacher but we will defend every aspect of the constitutional liberty even of a Communist. If this last statement is a correct appraisal of the position of the federation, it may be that we have gone further than necessary under our charter into the field of civil liberties where some will say we do not belong except where it is incident to our main purpose.

The statement of the Washington Representative

But there is still another aspect of this entire problem and that is whether any conflict exists

between the above quoted resolutions, or either of them, and the statement of the Washington Representative. It is again advisable to locate the primary theme of this statement. The Washington Representative was discussing an aspect of the whole problem as incident to her report on legislation and on problems relating to activities of the Congress, including investigating committees. She was not speaking with direct reference to the 1952 resolution and she could not have been speaking with reference to the 1953 resolution since her report was made before the latter resolution was presented.

The action of the convention upon her report was in a more general form than the presentation of a formal resolution. It seems to this writer that she was speaking from an ethical

viewpoint. In fact, the emphasis of her statement is precisely that she was speaking of the ethics of the situation.

The conflict among the several statements then exists precisely between the following principles:

A. Ethically speaking a teacher should testify freely.

B. Legally speaking we will defend his right not to testify. This is the conflict that must be resolved.

According to accepted standards we expect teachers to impart moral and ethical standards. The courts have said in a number of cases that violation by a teacher or other public employee of the accepted standards of a community may be ground for dismissal.

Teachers and the Fifth Amendment

A statement by MATTHEW WOLL, chairman of the AFL committee on education

AS American citizens, we are dedicated to the spirit and the letter of the Fifth Amendment. It is an essential element of the judicial process, designed to vouchsafe the accused a fair trial, by providing that he shall not be compelled to testify against himself.

However, there exists a wide gulf between the invoking of this eminently fair device for protection of an individual under criminal charges in a court of law, and the citing of it as a negative claim to the privilege of holding an office of public trust.

We submit that an individual's refusal to admit or deny Communist Party membership when asked by properly constituted authority, places on the authorities who employ him the responsibility to determine whether he is fit and qualified to hold office.

It is the right and the duty of the State to determine the qualifications of its employees. Its teachers are rightfully required to demonstrate possession of certain qualities—to be intellectually free and ethically bound by basic moral principles.

A Communist can not possibly comply

with such requirements. He is forcibly disciplined by his Party to follow its precepts only, regardless of their relationship to truth, and to obey its commands implicitly, even though the Communist Party has been determined, at law, to be an instrument designed to overthrow our government by force and violence. Obviously, therefore, a Communist is not fit to be a teacher, regardless of any other attainments he may claim.

It follows logically, then, that a teacher's refusal to admit or deny Communist Party membership would properly place on the authorities who employ him the responsibility of determining his fitness for office, through the school system's own, properly constituted machinery for hearing and trial, and of removing such teacher from office if he is found to be unfit.

The American Federation of Labor believes a Communist is not fit to be a teacher, and stands in positive opposition to the employment of Communists as teachers.

The Washington Scene

By SELMA BORCHARDT, AFT's Washington Representative



From Miss Borchardt's "Washington Newsletter No. 2," dated January 6, 1954, copies of which were sent to officers of all locals early in January.

NOW that Congress has reconvened, it may be well for us to review what legislation we shall press for in the field of education.

FEDERAL AID FOR EDUCATION

Six immediate, major fields have our active support for federal aid:

1. *Public school teachers' salaries.* The best bill is the Murray Bill (S. 277).
2. *Public school construction programs.* The best bills are the Humphrey Bill (S. 536) and the Cooper Bill (S. 2601). These two bills are the only two which contain the major safeguards for which we stand, including the maintenance of the "prevailing wage rate" and other labor construction standards, as well as educational standards. Aid for school construction is the most likely form of aid to education to be enacted this year.
3. *Scholarships and loans to students.* The best bill is the Murray Bill (S. 3455 of the 82nd Congress).
4. *Services for children.*
 - a) Medical examinations. The best bill to care for children's health is the Douglas Bill (S. 1411 of the 81st Congress). This bill once passed the Senate but was killed in the House.
 - b) School lunch program. This project needs at least double its last year's appropriation to maintain the minimum essentials needed for America's children. (This item will be in the

appropriation bills; no new substantive legislation is necessary.)

5. *Eradication of adult illiteracy.* The Kilgore Bill (S. 544) merits support in general principle; its language needs revision.

6. *Maintenance and expansion of programs for "federally impacted areas."* These programs, unlike other federal aid programs, have received greater support in the House than in the Senate.

ADEQUATE APPROPRIATIONS FOR THE ADMINISTRATION OF LAWS AFFECTING OUR SOCIAL INTERESTS

Adequate funds for the Children's Bureau, the Office of Education, the Department of Labor, and the Department of Agriculture (for school lunches and sharing with Labor in programs affecting children in migratory families), and to further international good will through UNESCO, exchange, UNICEF, and similar cooperative programs are absolutely essential to our national welfare. *It is important to recognize that Congress can and last year did, in effect, repeal some of our most essential laws by failing to appropriate sufficient funds for their proper enforcement.*

The Wage and Hours Law, including the provision outlawing child labor, the Bacon-Davis Law protecting "the prevailing wage rate," and similar laws have been rendered practically inoperative through a lack of funds for their enforcement.

The Children's Bureau needs funds not only for its own research and public relations programs, but also for funds with which it cooperates with the states in helping them get the most out of their programs. Most of the "social action programs" are, under the law, federal-state cooperative programs in which the major administrative responsibilities lie with the state.

For the Office of Education, we plan to press hardest for funds for research and for vocational education.

OIL

Billions of dollars from the yield of the submerged coastal lands is still a possibility. The fight will again be carried on in the courts and in Congress. This year we shall try to get a roll call vote in the House. So far *no* roll call vote has been permitted in the House on the basic question of United States ownership of the submerged lands, as the U.S. Supreme Court held, or on the use of this income for education. *Your* Congressman's position *now* is important.

SOCIAL SECURITY AND STATE PENSIONS

Under the present law the federal government can extend coverage by agreement only to those state employees *not* covered by state or local pension law. The AFT stands for extension of federal Social Security (Old Age and Survivors Insurance) to all public school teachers and officers who desire it, *to supplement, not to supplant*, existing state and local pensions.

In 1951 we led the fight for this legislation. The NEA opposed us. As the demand for this action grew among NEA groups, they began to shift their position. The NEA *now* advocates both federal Social Security and state pension laws, as we did in 1951 when they attacked us for our position. The AFT stands exactly where it stood in 1951: Where two thirds of the employees covered by a state or local system vote by secret ballot that they wish to have federal coverage to supplement state coverage, the state should then enter into a compact with the federal government to gain this coverage for such employees.

The only way in which public employees who are already covered by state or local pension systems may *now* come under Social Security is through an act by which the state legislature (1) repeals the state coverage law; (2) places the state pension fund *momentarily* in trust with the express provision that it be restored *under specified conditions*; (3) enters into a compact with the federal government granting federal coverage to its state employees who (*momentarily*) are not covered; (4) restores the state pension law and fund. So far, this procedure has not had any tragic results. It does, however, establish the precedent of legislative authority to set aside the state pensions fund *momentarily*. One may wonder whether, at some future time, that *momentary* repeal may have other effects on the program and the fund.

The AFT's program is in a particularly good position at this time. Both the Administration program and the AFL advocate amending the Social Security law to extend coverage to those state and municipal employees now covered, without any gesture or action of repealing state law. The Kean Bill (H.R. 6846) meets our needs for extension of coverage. The Lehman Bill (S. 2260) is excellent insofar as it enlarges benefits, but it fails to extend benefits to teachers.

Secretary Hobby's Consultative Committee on Social Security, in its report on extension of Social Security, states: "The extension of old-age and survivors insurance to employees of state and local government retirement systems would close two major gaps in the protection now afforded such persons—the lack of adequate survivor protection and the lack of continuity of protection for those who move in and out of Governmental service. . . .

"When coverage is extended to state and local employees who are members of staff retirement systems, those systems can be adjusted to supplement the basic old age and survivors insurance benefits."

THE ATTACK ON SOCIAL SECURITY

The attempt to prevent the increase in the payroll tax, which increase is inherent in the over-all plan for the program, should be opposed by every social-minded citizen.

Saving the system is essential to our national welfare. The immediate action our nation needs to save Social Security is:

1. Prevent any action which would block or reduce the prescribed 1954 payroll tax.
2. Prevent any action which would destroy the insurance feature of OASI.
3. Prevent the use of the reserve *insurance* fund for relief payments. Emphasize the fact that the reserve fund is the people's money paid in good faith to their government to purchase *insurance*, and that it can not morally be used by our government for other purposes.
4. Expose the fallacy of the so-called pay-as-you-go system as a means by which the built-up-reserve plan is wiped out, and persons entitled to their definite old age and survivors insurance would be placed in the uncertain position of *hoping* that the annual appropriation by Congress would cover them.

5. Don't let "them" put America on relief by destroying Social Security.

6. *Remember we now have a sound Social Security system*, and what we have to do is to prevent venal, selfish, unwise leaders from destroying it.

Extend Social Security, increase its benefits—and, above all, save the system itself!

TAXES

Two specific questions deal specifically with teachers:

1. The recognition of the teacher's right to claim a deduction for all expenses incurred in maintaining his professional status and in keeping abreast of the knowledge necessary to his professional work. This point is of immediate importance in relation to the filing of your income tax report. Many teachers have urged that we seek legislation on this point. We can not properly seek legislation "to correct a situation" until we know that "the situation" actually exists. I know of no case in which a teacher claimed a deduction for professional study to enable him to *maintain* his proper professional status and the claim was disallowed by a higher court.

We therefore repeat to you the advice given in former years:

- a) Report the facts pertaining to your income fully and accurately.
- b) Report your deductions fully and accurately.
- c) Deduct *all* expenses incurred by you to enable you to *maintain* your proper professional status, including tuition for courses taken, materials bought, travel *essential* to pursuing the necessary studies, etc. Taxpayers must remember that deductions are not allowed for work, purchases, or investments to enable them to *expand their business or improve their status*, but courts have held that all expenditures *necessary to maintain* a business or a professional status are deductible. I would recall to you that last year I reported to the locals fully on the case of an attorney in New York who was allowed to deduct for courses taken to enable him to acquire the knowledge necessary to his keeping abreast of "the developments in his profession."

If an attorney is justified in deducting for expenses for further study, surely teachers are

justified in claiming the proper deductions for this purpose.

If you wish *specific* further advice, send me your questions. If you are later denied the deduction, we shall try to "follow through" with you in seeking just and proper adjudication of the issue.

Teachers must bear in mind that if they report *the facts fully and accurately* in making a deduction, they are not violating a law. They are then interpreting the law as they honestly believe it applies to them.

If the Bureau of Internal Revenue disagrees with their interpretation, then the teacher may elect either to pay as the Bureau orders or to test the validity of his interpretation *versus* the Bureau's interpretation, in a court of law.

Please report to us immediately any disallowance of a claim for deductions made to enable you to maintain your professional status.

2. An effort is being made to have pensions, annuities, and "investment incomes" of retired persons exempted from income taxes. We hold that taxes should be levied on the basis of the amount of the income, and not on the basis of the source of the income. Obviously, there is nothing fair in exempting a \$10,000 annual annuity from taxation, and taxing \$3,000 of the salary of a teacher who works for \$3,600 a year.

INTERNATIONAL RELATIONS

At this point we can but point out four questions which must have *immediate* full attention:

1. *The Bricker Amendment*. It must be defeated. This proposed amendment would destroy the present Constitutional treaty-making powers of the United States. Its defeat is essential to our national welfare in the world-family of nations.

2. *The Fulbright and Smith-Mundt Exchange Programs*. The administration of the Fulbright Act and of the Smith-Mundt Exchange Program needs serious study. At present relatively too few classroom teachers, too few rank-and-file industrial workers and farmers *can* participate in it. The classroom teacher, organized labor, the farmer, should be represented on the Board of Foreign Scholarships by persons of their own choosing. It will be necessary to amend the enabling act to *assure* this procedure. But sound democratic procedure demands that it be done.

3. **UNESCO.** We support the principles and ideals of UNESCO. We must help assure the program more nearly adequate support to help implement the ideas and ideals which underlie UNESCO.

[For an article describing one of UNESCO's many achievements, see the next two pages.]

4. **UNICEF.** An effort will again be made to destroy UNICEF (United Nations International Children's Emergency Fund). The Fund is still desperately needed for the thousands of homeless orphans, the victims of war and of totalitarian cruelty.

[See the photograph and note below for information concerning some of the work carried on by UNICEF.]

EDITOR'S NOTE: *As an example of the tremendous job done by UNICEF, it is estimated that on last October 5 alone, campaigns aided by this world organization vaccinated 30,000 children against tuberculosis, protected 60,000 against malaria and typhus, and treated 5,000 in tropical areas for yaws, a body-wasting dis-*

Austrian Teacher's Daughter Seeks a Correspondent

The Foreign Operations Administration, Washington, D.C., has forwarded the following letter to us:

Will you please print my name in your trade-union publication? I wish to correspond with the daughter of a teacher in America. I am a teacher's daughter, an Austrian. Thank you.

HILDE AUBRUNNER
Wiener Neustadt
Maria-Theresienring 3A
Nieder-Osterreich, Austria

ease which can be cured with about fifteen cents' worth of penicillin. Such one-day statistics are a dramatic indication of the vast aid which UNICEF has extended to some 75,000,000 children since the organization was created in 1946. In its campaigns against disease it works with the World Health Organization.



In Sikrilalan, India, children and adults alike follow a village drummer announcing the arrival of a medical group to inoculate the local inhabitants against tuberculosis. UNICEF is aiding the Indian government with more than \$1,600,000 worth of vaccine and equipment to combat the disease that kills more than half a million people in India each year. UNITED PRESS PHOTO

The Delhi Public Library Project

A summary of one of the UNESCO Occasional Papers in Education. The Paper was prepared by FRANK M. GARDNER.

THE Delhi Public Library was established by the government of India with UNESCO's assistance, as a pilot project to point the way for the development of library services throughout India. The problems encountered and the ways in which they were solved make the report on this project of particular value to workers in countries where libraries are in the pioneer stage. However, it is also of considerable interest to persons concerned with the equalization of educational opportunity throughout the world.

A model for public library development

Although the library of Delhi was established as an aid in the work of fundamental education, it was also intended to be a model for all public library development in India. But between the statement of purpose and the achievement of the goal there is a wide, and often baffling, chasm. To facilitate the attainment of the goal in this instance, the first step was the formulation of a policy.

This was a very important step in India, where there were 400 libraries already listed but where none could be classified as public. In each case use of the library was restricted by subscription and deposit, and free access to shelves was not permitted. It was decided, therefore, that the public library is not an institution for scholars, nor an instrument of formal education; it is a means by which to create citizens in a democratic state; it should provide for technical progress, the creative use of leisure, and recreation; it is established for the use of books and not for their preservation. Figures of book stocks are of no importance except in relation to the number of books used. With this policy in mind the next step was carrying out the program.

Since plans for the establishment of public libraries had already been considered in India,

that country proved to be a receptive spot for the project. A joint agreement between the government of India and UNESCO provided for financing the project, but the municipality of Delhi has voted to contribute an annual sum which will provide support when the agreement between UNESCO and the government of India ends this year. The sum provided was modest, and some of the complications which have arisen are financial. For example, the staff required was very large when judged by Western standards. But in India the work of a professional worker is sharply divided from the work of a non-professional worker. Thus the shelving of books is not the job of the professional worker; unfortunately, however, the non-professional workers are usually illiterate. To meet this situation, professional workers did much extra work to make it possible for the illiterate workers to arrange books, and even then shelving was often unsatisfactory. Obviously, these rigid restrictions have caused a loss of efficiency, and the professional staff has lost some valuable experience. Difficulties of this type were surmounted to a degree by instilling a spirit of enthusiasm for sharing an experimental adventure.

Adapting the problem to the situation

Whether the social structure poses problems or aids a project, the UNESCO technician is trained to accept the situation as he finds it. These comments are made, therefore, not in a spirit of criticism, but merely as matters of information. The librarian sent to India by UNESCO was emphatic in his statement that the staff was easy to work with, loyal and industrious.

Several problems arose as the library was prepared for use. Furniture could not be purchased but had to be made to order by makers who had no previous experience. Books had to

be purchased for readers whose real needs and interests were unknown. A catalogue had to be prepared in three languages. And a completely inexperienced staff had to be instructed to serve the library when it opened. Moreover, the adult library was to have open shelves, and membership was to be free. Inasmuch as this was an entirely new feature, there were many doubts about the way in which books would be handled and fearful anticipation of probable losses.

In spite of difficulties in cataloguing in Hindi, Urdu, and English, 7,000 books were ready when the library opened on October 27, 1951, with Prime Minister Nehru and other dignitaries participating in the impressive ceremonies. At this time the library had three departments: the main library had a seating capacity of 56 and shelves for 10,000 volumes; the children's section, a colorfully decorated area, had a stock of 2,000 books; and the social education department had a combined exhibition hall and theater seating 150. Within a few days 1,200 people were using the library each day. Readers were soon sitting on window sills and floors because space was so limited. A special newspaper readers' section had to be moved to the veranda of the buildings.

A short life for the books

Readers and borrowers were found to be well-mannered, but the habit of queuing at the counter has been difficult to inculcate. Losses in books have not been too great, but heavy use of the limited book stock makes wear a formidable problem. Another factor in the wear on books is that they are flimsy, and home surroundings in which they are read are often bad. This makes the life of a book short in the Delhi library, but a campaign on the care of books may afford some help.

In the first eight months the library registered over 10,000 members. Young people under eighteen years of age formed only 40% of the group, a logical situation in view of the low adult literacy rate. Readers exhibited great enthusiasm, and some came from as far as five miles away. At first only a very small percentage were women, but the number increased when special tables were provided exclusively for women readers. Loans increased so that in the month of May 1952, an average of 600 books a day was loaned to adults and 150 to children. The largest proportion of the

books was fiction in Hindi and Urdu, but fiction comprised only 30% of the English books circulated. Philosophy and religion were also important, far more important than in the circulation reports of Western libraries. Interest in radios, motors, and aeronautics was scant, although a book on sign writing (a flourishing business in India) had much use. Books on hobbies and crafts are scarce in Hindi and Urdu, but those in English attracted some readers. The fact that English is a widely used second language makes translation of many technical books into Hindi and Urdu a fruitless task, and this limits the supply of good books in those languages.

More than a service to readers

The function of the Delhi library is clearly different from that of the Western library. In addition to the accepted job of serving readers, it must also serve as a center to encourage the production of books and be an informant about them. It must encourage the production of more attractive and sturdy books and provide an assured market to make good books profitable. Furthermore, it must build up an appreciation for reading and expand its services for the reading public.

The social education department of the library has served as a meeting place for dramatic, musical, and debating groups. It is hoped that these groups will gradually become independent and carry on in separate quarters. The library will then have served its function as a creative force.

Extension services underway

The first extension of the library services is now under way. A mobile branch library carrying about 3,000 volumes will extend the services beyond its present limited area. Plans are also being made for branches in projects designed for refugees.

It has been demonstrated that Western library methods can be applied in India. The library can serve (1) as a training center for personnel in library work; (2) as a center for research and the study of reading habits and of needs in the publishing field; (3) as an instrument of community service and education; (4) as a means for continuous progress from illiteracy to normal use of books. Thus the Delhi library project has been of inestimable value both to India and to UNESCO.

AFT Files Amicus Curiae Brief in Segregated Schools Case

IN ACCORDANCE with a resolution passed by the 1953 AFT convention, the AFT attorney filed an *amicus curiae* brief in one of the segregated schools cases which were argued last December before the U.S. Supreme Court.

Richard Parrish, chairman of AFT's standing committee on democratic human relations, sent an outline of the brief to the AFT national office. We present here parts of this outline:

"The American Federation of Teachers, which is dedicated to 'democracy in education and education for democracy,' is deeply interested in the cases before the Supreme Court challenging the constitutionality of segregation in public elementary and secondary schools. The arguments the Federation submitted in October 1952 against segregated public education are equally valid in 1953, and we urge their favorable consideration.

"We have studied carefully the historical and legal questions raised by the Court in asking for a re-argument of the cases this year. While it is essential to have accurate and clear-cut answers to these questions, the American Federation of Teachers believes that the interests of the United States, both national and international, demand the consideration of other factors as well as those raised by the Court.

"In addition to the arguments presented in our brief of October 1952, namely:

"1. The equalization of the segregated school systems of the nation is impractical. Since it cannot be done effectively, equal protection can be achieved only by abolishing segregation.

"2. The Constitution and Statutes of South Carolina providing for segregation of students in the public schools violate the requirements of the equal protection clause of the Fourteenth Amendment. The doctrine of 'separate but equal' facilities is fallacious. . . .

"3. Segregation in public schools inevitably results in inferior educational opportunities for Negroes. . . .

"4. Segregation in public schools deprives the Negro student of an important element of the education process and he is thereby denied



JOHN W. DAVIS (left), who was Democratic Presidential candidate in 1924, talks with THURGOOD MARSHALL, of the NAACP, as arguments for and against segregated schools are presented in the U.S. Supreme Court.

the equal educational opportunities mandated by the Fourteenth Amendment. . . ."

The Federation urges the abolition of segregated schooling in the elementary and secondary levels for the following reasons:

"1. The strengthening and preservation of a democratic society demands an educated citizenry.

"2. The intent of the Fourteenth Amendment was to make the Negro a citizen and protect his voting rights.

"3. A voter, to exercise his right of choice effectively, must not only be educated, but educated among all those who make up the total community.

"4. An integrated school system will aid tremendously in developing harmonious relations among the people of the South and thereby throughout the country.

CONCLUSION: A decision in favor of integrated schooling on every level is necessary, not only to give substance to our declared principles, but to win over the peoples of Asia and Africa to a belief in the sincerity of the U.S."

The Salary Difficulties in Garfield, New Jersey

THE successful solution of the Garfield, New Jersey salary difficulties marks another milestone in the inspiring history of the American Federation of Teachers. It proves conclusively that the great force for improving education in America is represented by the teachers themselves; that if the teachers are unified and cooperate harmoniously, they can solve their difficulties.

The background

Before reporting the action taken in December, it is necessary to explain a little of the background. The smaller schools in New Jersey are known as Class B schools. They are controlled by a school board appointed by the mayor. But the budget of the school board is subject to scrutiny by the board of school estimates, which is also appointed by the mayor. The budget adopted by the board of school estimates is then referred to the city council, which must levy the necessary funds.

Salary negotiations

The Garfield Federation of Teachers has been in almost constant salary negotiations with the school board for the past five years. The teachers were particularly concerned over the inequalities which existed because Garfield teachers did not operate under an established schedule. Consequently, some teachers who had been teaching in Garfield for thirty years were still receiving less than \$3,500 and working side by side with teachers appointed within the last year or two who were receiving a salary equal to or greater than that received by teachers with many years of experience.

Adoption of a salary schedule

On September 10, 1952, after a long period of negotiations, a salary schedule acceptable to the Garfield teachers was adopted by the board

of education, to become effective on September 1, 1953. At its January 1953 meeting, the school board included in its budget sufficient funds to meet the requirements of this new schedule. In February, however, the board of school estimates cut \$94,000 from the budget.

Protests from teachers

The Garfield Federation of Teachers immediately protested, but were told that this cut would not prevent putting the adopted schedule into effect, since in September the emergency appropriation would be asked for, thereby restoring the \$94,000. When the increments were not included in the first check in September 1953, another protest by the union brought the assurance that the increments would be included in the October 15 check, retroactive to September 1. The October checks, however, did not include the increments; but the union felt that pressing the issue at that moment might be detrimental to the passage of the bond issue which was coming up for a vote within a few days to provide money for a badly needed new high school.

A political football

The Garfield difficulties were largely due to the fact that the teachers had become the political football between Democrats and Republicans. Early in November, Garfield elected a new Republican mayor and four new Republican councilmen, replacing the Democratic administration. Following the election, the school board met with the board of school estimates and passed an emergency appropriation to cover the increments. This action should have been mandatory on the city council to provide the money.

The Elizabeth case

However, early in November, the New Jersey Supreme Court handed down a ruling in a case originating in Elizabeth, New Jersey, to the effect that unless an emergency existed, the city council was not mandated to approve the recom-

From a release sent by the Garfield Federation of Teachers, AFT Local 1046, and a statement by AFT President Carl J. Megel.

mendation of the board of school estimates.

The effect on Garfield

The Republican members of the Garfield city council immediately used this decision as a reason for refusing to establish the levy to provide the funds recommended by the board of school estimates so that the new Garfield salary schedule could go into effect. The council was split between four Democrats and four Republicans. Since six votes were required to appropriate the money, the salary schedule could not be approved. On Sunday, December 6, members of the executive board of the Garfield Federation of Teachers and two labor representatives called upon the outgoing mayor, the mayor-elect, and two Republican members of the council to prevail upon them to hold a special meeting so that the emergency appropriation could be passed. The outgoing mayor was agreeable and called a special meeting for December 7. At this meeting the mayor and council met in executive session. Two Garfield Federation members and a labor representative were called in and it was promised that a special meeting of the city council would be held on December 10, to decide the issue.

On December 10, the council was overwhelmed by the number of teachers and citizens of Garfield who attended the meeting and pleaded for the passage of the appropriation. Among these was Ellen Smith, president of the New Jersey Federation of Teachers. The only outcome of the meeting was bickering between the Democratic and Republican members of the council as to who was to blame for the situation. When the vote was taken, the four Republican members voted against the appropriation. It was clearly evident by this time to teachers and parents alike that a political football was really being tossed around. Immediately after the council session, the Federation members held a special meeting, at which AFT vice-president McGinnes addressed the group. By unanimous vote, the teachers approved a resolution that no one would enter the school buildings on Friday morning. Out of 175 Garfield teachers, only 15 failed to participate in the protest, and 60 non-union teachers joined with the union teachers in this necessary program to intercept the political football.

The outgoing mayor called the Federation later in the afternoon and informed them that

he was calling a meeting of the mediation board, the board of education, and the city council for Saturday afternoon in an effort to settle the problem.

The arrival of President Carl Megel

Early Saturday morning, Carl J. Megel, AFT's national president, flew in from Chicago. He arrived in time to meet with the mayor and the mediation board. Unfortunately, the four Republican councilmen did not attend. Therefore, no action was possible at that meeting. Later in the afternoon, there was a special meeting of the board of education. At this meeting the board re-affirmed the adoption of the salary schedule and re-passed the emergency appropriation. They indicated that an emergency existed in the Garfield school system.

A Sunday night session

Through the concerted efforts of citizens of the community, a special meeting set for Sunday at 7:00 P.M. was attended by the mediation board, the school board, members of the city council, Mrs. Anne Bernstein, president of the Garfield Federation of Teachers, and Mr. Megel. Mr. Megel's report follows:

"We sat in a smoke-filled room from 7:00 P.M. until 2:20 Monday morning without being able to resolve a single item of the difficulty. The newly elected council members were absolutely adamant and refused all suggestions. Finally, at 2:15 in the morning, when pressed for an answer, one of the men said: 'Be here at 7:00 o'clock Tuesday night and we will give you our answer.' Realizing that nothing more could be accomplished at that hour, I stated that while we appreciated very much the efforts of the mediation board, the school board, and certain council members to solve the difficulty, and while we were reluctant to impose further upon their time, we would defer to the wishes of the councilmen and meet with them at 7:00 o'clock on Tuesday night. It seemed to be the only thing we could do, though we realized that the proposal of the Tuesday night meeting was a deliberate attempt to avoid a previously called council meeting, scheduled for Monday night, to which the teachers, by sending out over a thousand postcards, had invited all of the parents of the community.

The legal angle

"The question had constantly been in the back

of my mind whether or not the decision in the Elizabeth case applied to Garfield. In discussing the matter on Monday with the superintendent, Mr. Rozema, who, by the way, was most cooperative, as were all the principals of the Garfield school system, we suggested that he talk to the state commissioner of education. At a meeting with the superintendent later that evening, he informed me that the commissioner of education would meet with us Tuesday afternoon.

"Miss Lucy Adams, Miss Elizabeth Trexler, Attorney Parsonnett, the superintendent, three school board members, and I met with the assistant commissioner of education in Trenton on Tuesday afternoon. Attorney Parsonnett had an opportunity to study the decision in the Elizabeth case. His opinion was that this decision did not apply to Garfield. Thereupon I asked the superintendent to state his opinion of the decision. He stated categorically that in his opinion the Elizabeth decision did not apply to Garfield.

"At this point we were interrupted by a telephone call from President Anne Bernstein telling us that the Garfield teachers who were having a meeting that afternoon had received a telegram from the Republican council members stating that they would refuse to meet that night or to negotiate further until the teachers returned to work. I advised Mrs. Bernstein to tell the teachers to pay no attention to the telegram, but to be at the meeting at the city hall at 8:00 o'clock that night, at which time we probably would be able to present them with a satisfactory solution.

"Returning to the meeting with the assistant state commissioner, we were confronted with the suggestion that the teachers might lose their certificates or their tenure rights. To this we immediately replied: 'Let us not get into the area of threats. No schools are going to be opened without teachers. Let us discuss the problems that we came here to discuss and see how we can do this in a dignified manner.' Thereafter negotiations were most amicable.

A positive proposal

"We had to have a positive proposal to present to the teachers at their meeting at 8:00 o'clock to assure the reopening of schools Wednesday morning—our primary objective. Attorney Parsonnett, whose help in this con-

troversy I cannot overestimate, recommended that the school board hold a meeting at 7:00 o'clock that night. In the event that there was no objection to suspending the rules, the board could act legally. If, however, one member objected to suspension of the rules, then the board could not act until Wednesday night, which was 24 hours too late. A resolution was drafted which stated:

a) That the teachers would return to their classes on Wednesday morning.

b) That the board would establish the salary schedule agreed upon.

c) That before the end of December, full salaries for December and the increase due for September would be paid, together with as much of the increase due for November and October as funds of the board would permit.

"The school board met at 7:00 o'clock, but when the motion was made to suspend the rules, one of the board members objected. Official action was therefore delayed for 24 hours. However, three board members did sign the resolution, which, to all intents and purposes, made it legal. The board of school estimates had previously approved the emergency which, according to the ruling of the assistant superintendent of schools, made the levy mandatory upon the city council. By 8:00 o'clock, over 500 teachers and parents had gathered in the city hall awaiting information. We were happy to be able to present a resolution which solved the difficulties to the satisfaction of parents and teachers alike. Attorney Parsonnett outlined the legal aspects after which I said to the parents:

"In all of my travels across the nation, and in all of my experiences in negotiations, I have never seen such politics in the operation of the school system. I want you parents to realize that the schools do not belong to the politicians, or the teachers, or the school board. The schools belong to you. If you are going to have the kind of schools you want, it is your responsibility henceforth to see to it that the schools are kept free of politics. You have done a commendable job. Your support of the teachers has been most gratifying."

The return to classes

"The teachers returned to their classes on Wednesday morning. Their December pay check contained the increases for December and all retroactive pay due for September, October, and

November. The teachers of Garfield learned a lesson in the fundamentals of American democracy. They will be better teachers because they will have a knowledge of the battle that is required if we are to preserve the freedom we cherish.

Courageous teachers

"Nowhere have I found a more courageous, a more dignified group of teachers struggling for their rights than the members of the Garfield Federation of Teachers. Mrs. Bernstein and her loyal helpers worked tirelessly throughout this long and difficult ordeal. The administrative staff, the school board, and particularly the mediation board deserve our deepest praise and thanks."

The newspapers across the nation carried our story and presented the issue in a highly dignified and satisfactory manner. It was particularly gratifying to note how the locals throughout New Jersey and vicinity responded by sending wires of encouragement and letters offering help and financial support.

On Tuesday night, three members of the Newark Teachers Union came down to Garfield to help in whatever way they could. The support of the American Federation of Labor and the constant help of organizer Liberti and other members of the local trades and labor council were most encouraging and most gratefully received.

Dignity and a professional manner

The entire negotiations were conducted with dignity and in a highly professional manner. Throughout New Jersey and across the nation the prestige and influence of the AFT was enhanced by these negotiations which ended so successfully. It is interesting to note that an appeal for help to the New Jersey Education Association was completely ignored until two days after the difficulties had been settled, at which time an association representative appeared at one of the schools and asked to hold a meeting for the purpose of enlisting membership.

Once again, we proved that the citizens still want the best kind of education for their boys and girls and that they will support teachers who are willing to stand up and fight for their rights. We shall fail in our duty as teachers if we do not recognize this responsibility.

Do You Want to Teach in Alaska?

There will be a number of vacancies next year in the schools of Anchorage, Alaska. The system is growing rapidly, and two new elementary school buildings are slated for completion this fall. Anyone wanting further information may write to the American Federation of Teachers, 28 E. Jackson Blvd., Chicago 4, Ill.

PRESIDENT'S PAGE

(Continued from page 2)

he stated: "It was with a great deal of interest that I noted recently your statement in which you urged a \$15,000,000,000 nation-wide school rejuvenation program in which federal assistance would be included. . . . It is my purpose to place the suggestions I have outlined and which you have recommended before committees of the Senate. . . ."

Requests are coming to our office from newspapers which are interested in publishing a series of stories on teachers' salaries and are asking for our help. Numerous mentions of our activities and program have been made by Frank Edwards in his radio commentaries.

The AMERICAN TEACHER, our official publication, reaches not only our own members in the U.S., Alaska, Hawaii, and the Canal Zone, but also teachers and others in 47 nations of the world.

Your AFT has been doing a dynamic job of focusing attention on the problems of schools and teachers. Membership quotas which were set up have been attained by many of our locals, and indications are that even more optimistic reports will be available within a short time.

Yes, you belong to a proud organization. Every teacher in America owes a debt of gratitude to the thousands of men and women in the AFT and in the American labor movement for all of the things which have been accomplished. Have pride in your membership. Wear and display your membership badge. Work toward increasing membership among the teachers you know. The help of each and every one is vitally important if we are to move forward in 1954 with a stronger, a more dynamic program.

For College Graduates Over 60

Shown here is the main building of a new project in adult education, the Cold Spring Project, which is a unique experiment in education limited to persons over 60 who have had a college education or its equivalent. The campus was donated by the Walt Foundation.



The first "freshman" to enroll in the Cold Spring Project when it opened in the fall of 1952 was Mary Delaney, 78, of Kansas City, Mo., who is shown here talking with a young sophomore from Vassar College. The present term started in January of this year. Older persons who are not ready to accept "rocking chair" existence may enroll for 6, 9, or 12 months of study. The curriculum is geared to the interests and capabilities of older persons. The school is situated in Cold-Spring-on-Hudson, Putnam County, New York.

UNITED PRESS PHOTOS

THE CURRICULUM CORNER

LAST TERM a second grade teacher said to me: "You certainly have bollixed up my reading program. I used to have everybody all together in three reading groups. All was smooth. Peace. Quiet. But now since you've gotten me to let them choose their own books for reading, I can't keep up with them. They're reading me out of house and home—everything they can lay their hands on! We're on double session, too, but they LOVE to read together and come up with about TEN new and different groups every day. Fine thing! But, you know, it's more fun this way. I'm going mad but I love it."

Earlier another teacher said the same thing a bit differently: "I used to work SO hard teaching reading. We had word development, and I developed words until I was worn to a frazzle. I talked and talked. I taught and taught. I was SO tired at night. But worst of all, when you have three or four groups, and they read to you a group at a time, you don't *have* them. You know what I mean? They aren't *with* you. While you are helping one, others are day-dreaming or looking out the window, or watching the fly on the ceiling, or reading on ahead. You can have groups, but you can't keep them together—not REALLY. That always bothered me; so I started experimenting. I let them choose their own books for reading time. And if they were non-readers, I arranged it so the rest were busy and we wrote a story together. Then that was the reading (i.e., for that child) for that day, or any other day, for that matter. I found they were really *mine** when we had reading that way. They began to go to town. Our room gained an *average* of 18 months in a six-months period."

What are these teachers saying? Working with children at opposite ends of the economic scale, one in a plush city suburb, and the other in a slum area, these two teachers and many more like them have discovered that pounding, hammering, and driving at children just does not do the job.

What else are these teachers saying? Many things. One is that they haven't yet perfected

their technique but they like what they're doing, even so. I am also impressed with their instinctive pleasure when children are excited about learning, be it by reading or otherwise. These teachers are bothered when they see their children "away," as the Balinese say, present in body but "away" in mind. These teachers felt good when they were being pestered by their children to have more books, to find different ideas, to know more of *anything*. Still another teacher said it to me this way:

"After I let them choose their own reading books, they nearly drove me wild. They wanted to read to me all the time. They came early in the morning. They wanted to stay in from recess. They are always yanking at my skirt asking, 'Can I read to you now?' They wouldn't go home at night. But I'd rather have it this way than always to be coaxing them to get busy, to get to work, to turn around, to leave so-and-so alone."

I have watched teachers, for several years now, agree to try to individualize their reading programs. I have watched them say "Yes" with tongue in cheek and a "Well, if I have to" air. Then I have waited to see them a week or two later. And almost as predictably as the sun comes up each day, would the comment come: "Do you know, Joe (or Dave or Henry or Bill), who never picked up a book *willingly* in his life before, actually *ASKED* whether he could please read to me? I nearly fell over." So the pattern goes. First the slow readers begin to perk up and take an interest in their reading life. Then the better readers begin to wade through everything available. Suddenly teachers realize that their best and fastest readers are far beyond material which was perfectly adequate when the whole thing started. These are the experiences of teachers who have given individualized, free-choice reading a chance.

The problem soon becomes economic—laws

The opinions expressed on this page are those of the author and are not meant to reflect AFT policy. Members having different opinions on the subject discussed here are invited to send them to the *AMERICAN TEACHER*.

*Emphasis mine.

of supply and demand hold sway. The searching through county libraries, private libraries, city and town libraries, bookmobiles, school libraries near and far, other teachers' rooms, discarded book piles, supply closets never ceases. If anything the pace increases, and teachers become more and more salvage experts—a result which, in my opinion, is one mark of an artist in a classroom. Children and teachers who have come to love to read are in a perpetual treasure hunt for books. And most librarians aid and abet them in the search. There is nothing so woebegone as a trained librarian whose books are not circulating.

Yes, something happens to children and teachers in an individualized reading program. But you may ask: "What in the world is it? I've always just had three groups." As usual, there are no pat answers, unless ingenuity and imagination can be so considered. Each teacher has a different M.O. (method of operation, to

you non-T.V. fans). But the basic idea is to arrange the room so that books are easily within reach of the children. About 100 books for 40 children will get a group started. But the books must be exceedingly varied, preferably no more than two or three of a kind, with a range of difficulty two grades below and two grades above what the teacher thinks *might* be needed. (Surprises often occur.) Children then are asked to choose, with teacher's assistance but NOT direction, a book they *like*. Then the teacher must work out an easy, comfortable way of making herself available to the children as they (N.B. *they*) indicate they wish to read to her.

To the experimentally minded readers, your columnist will be glad to answer inquiries, and delighted to help in any way. To try something new is the spice of life. Good luck—and more power to you.

JEANNETTE VEATCH, *Local 2, New York City School of Education, New York University*

OUR MEMBERS RESPOND

IN RESPONSE to our invitation to members to send us their opinions on the subjects discussed by Jeannette Veatch in "The Curriculum Corner," we have received several letters.

* * *

M. Donald Adolph, of the New York Teachers Guild, writes: "Bravo! I enjoyed tremendously your initial contribution, 'The Curriculum Corner.' Thanks. Looking forward to the next month's article. Also grateful for your review of Marion Nesbitt's book, *A Public School for Tomorrow*."

* * *

George Hiley Slappey, head of social studies in O'Keefe High School, Atlanta, Georgia, expresses approval of the page. He also offers the suggestion that just as French and German teachers are exchanging textbooks and examining them with a view to bringing about a spirit of international comprehension (*see* the November 1953 issue of the *AMERICAN TEACHER*), so American teachers from different parts of the United States might help to stimulate constructive solutions for some of our serious problems by exchanging curriculum materials

presenting different viewpoints on basic American issues.

* * *

The writer of the third letter challenges Miss Veatch to answer several questions. His letter is presented here.

Another Curriculum Corner

It cuts into the quick a little to find the *AMERICAN TEACHER* publishing an article like Jeannette Veatch's "The Curriculum Corner" in the December 1953 issue.

Here is a union organ, presumably representing the great body of teachers, and not the mere publicity-seeking, self-aggrandizing educational trusts and monopolies—I mean the superintendents and college departments of education—yet it seems to subscribe to the assertion that ordinary teachers are generally boring, are to blame for the faults of the traditional American grading system, and are unfit to exercise any particular "power over the lives of their pupils."

. . . Here are some questions I should like to ask:

First, for the record, does New York University's School of Education refrain from the use of grades and credits in dealing with its own students? If not, what is it that gives college professors a right to exert this "enormous power" over their students, which high school and elementary teachers are unfit to exert over theirs?

Second, how and when has it been proved that the artificial rewards of grades create boredom in pupils in school (as asserted in "The Curriculum Corner") whereas the equally artificial rewards of goals, touchdowns, and other scores, often determined and assessed by referees and umpires, are found thrillingly exciting by young people on athletic fields? The plain truth seems to be that the young can understand and interest themselves in the game of mark-getting much more easily than they can interest themselves in the abstract value of basic meaning and social purposes, whatever Jeannette Veatch thinks to the contrary.

Third, what proof has the author that teachers are responsible for the common system of marks? What possibility is there that an individual teacher can change it? In other words, why doesn't she address administrators, rather than attack classroom teachers? For only administrators can change the system; and I am very certain that teachers would welcome the suggestion of some reasoned and systematic change. Outside of derision for teachers' tendency to be boring, and a . . . declaration that "boring classrooms are largely made possible by marks," the author seems to have little that is constructive to offer. Would she like to see the efficient Scottish system adopted: giving instruction but no classroom marks, with final examinations being used to evaluate progress? Does she advocate a system of independent individual progress, and would this be judged by the student himself, or by teachers, or by examination boards, or by no one? Or does she suggest mere desultory play for the pupils?

Fourth, if her somewhat vague last paragraph embodies a sort of plan for replacing grades, why are schools necessary to effectuate it? Why can't children simply be given microscopes, passes to visit foundries, white rats to experiment with, introductions to the mayor, a volume of *Beowulf*, and be whooped joyously on to this

natural reward of finding the "number of things" of which "the world is so full"? Why can't they just push the chairs around at home? Why is the public treasury drained to send them to schools?

The easiest way to see the utter absurdity of such rhapsodic disquisitions as December's "Curriculum Corner" is merely to ask this: Does the author advocate the abolition of all compulsory education laws? "Compulsory" is an ugly word, uglier than "grades"; and if not even the mild compulsion of marks is to be allowed teachers in the classroom, then the educational administrator who says so has got to give an answer to the downtrodden, abused, underpaid multitude of American teachers [when they ask why the administrator can't] organize his own general system without compulsion? If you drag little children into classrooms by the strong and grim arm of the Ogre Law, then you have already broken the charm of freshness and the golden opportunity for "learning at its most wonderful," for every pupil and teacher in those classrooms. Let the children come voluntarily; let us have none forced; then we'll gladly, as individual teachers, engage to interest them without marks or discipline, and help them explore the wonderful world spontaneously. . . .

DONALD CAIN, *English Department*
Lincoln High School, Philadelphia, Pa.

* * *

EDITOR'S NOTE: Next month we shall publish a letter from Dr. Victor C. Smith, head of the science department in Ramsey Junior High School, Minneapolis, Minn. Dr. Smith takes issue with Miss Veatch concerning the opinions expressed by her in our December issue.

INTIMATION

THE reading ended, and divine surprise
Enrapt them. In their look there was the
free,
Serenely morning light that briefly lies
In dazzled sunshine on a summer sea:
A gaze of godhead from young, mortal eyes,
A vision of what Mankind yet may be.

LEONA E. THOMA, *Local 250, Toledo, O.*

"If men are to remain civilized, or to become so, the art of associating together must grow and improve in the ratio in which equality of conditions is increased."—From *"Democracy in America,"* by ALEXIS DE TOCQUEVILLE.

THE Human Relations Front

by Richard Parrish

Chairman of the Committee on Democratic Human Relations

DEBITS —

Layle Lane, former vice-president of AFT, now traveling around the world, reports that in addition to poverty and lack of sanitation, there is terrific tension in the Middle East. From Saudi Arabia she writes: "None of us could go into the town of Jedda, as there's such hostility to the Jews, they suspect every foreigner of being one."

Senator Arthur V. Watkins (R, Utah), chairman of the Senate Judiciary Committee which would initiate any change in the McCarran-Walter Act, says there is no need for any early revision of the act. Apart from the merits of any proposal, the Senator claims that a survey he had made of Congress "clearly showed that a majority would oppose any change in the Act until the need for a change had been established from actual operation of the Act."

Despite the impressive record of valor and courage of 33,200 Nisei in World War II, Americans of Japanese ancestry have been and are being classified in Selective Service rolls in those classifications originally assigned to enemy aliens and friendly aliens, but now designated as classifications for those unfit or undesirable for military services.

No solution to the wetback problem, which has accounted for the illegal entry of one tenth of the population of Mexico into the U.S. during the past decade, seems forthcoming. Wages and working conditions of American workers continue to deteriorate and many thousands have been forced into unemployment by Mexican Nationals who have come in either as contract workers or as wetbacks. Because most of these wetbacks receive only 20 to 30 cents an hour, the disease rate in the area has gone up alarmingly—as has the crime rate. In Hidalgo County, for example, 75% of the felonies, 95% of the burglaries, and 50% of the murders are committed by aliens. Recently 25 AFL and CIO labor delegates to an international trade union conference in Mexico City met for the first time to solve some of the problems. But the vast majority of the workers involved are still outside the pale of unionism, either Mexican or American.

Note: Did you know that our research director, Mrs. Florence Greve, has been compiling a human relations source material file? Why not use it?

CREDITS +

A victory came at the last session of the UN Assembly when by a close vote they recognized that . . . "the people of Puerto Rico have achieved a new constitutional status . . . and effectively exercised their right to self-determination." Sad note is that our delegation voted against the resolution because they thought an outside agency should not determine whether a country is ready for independence or not.

The National Association for Intergroup Relations Officials, which met in Minneapolis recently, made it clear that race relations are improving in the U.S. They cited five states where improvement of the laws forbidding discrimination, backed up by a good campaign of public education, and with the whole plan supported by readiness on the part of enforcement authorities, has brought results.

The Southern Regional Council deserves commendation for a pamphlet: "The Schools and the Courts," which by questions and answers posits the pros and cons in the controversial segregation cases objectively and without fear. Copies may be obtained by writing the council, 63 Auburn Avenue, NE, Atlanta, Georgia.

1953 was a great year of achievement in citizenship rights for the Japanese-American community. As a result of the McCarran-Walter Act, 2,000 resident alien Japanese have become naturalized citizens. More than 500 separate laws, ordinances, and regulations in 48 states barring them from certain professions, businesses, and employment are now null and void. For the first time since 1924 Japanese immigrants are welcome as permanent immigrants.

The American-Korean Foundation Mission has established a 3-point program of health and social welfare for South Korea. The program includes a public health school for training public health workers, a concerted attack on the 1,500,000 cases of tuberculosis, and a central institution for uniting broken families and finding homes for orphans. Already American funds have been donated for the public health school and shiploads of medicines have been sent.



LABOR NOTES

500,000 more children holding part-time jobs

Five hundred thousand more children were employed in 1950 than in 1940, according to the National Child Labor Committee. The total was 1.3 million, most of whom were part-time workers.

The increase was greatest among the 14- and 15-year-olds, with one child in 11 earning money, against one in 23 in 1940. Eighty-three percent of this age group are part-time workers, still in school.

Mrs. Gertrude Zimand, general secretary of the committee, concluded that the over-all increase reflected two conditions:

1) A lack of jobs in early 1940 before the defense industries began to drain older workers from the kind of service jobs that younger children can fill.

2) A different attitude by high school children and their parents toward part-time employment, which developed during the war years and has continued.

As a result of the many openings for boys and girls who want to earn money, it now seems generally accepted that part-time or summer jobs are natural activities for teen-agers, she commented.

From school enrollment figures, the report showed that South Carolina has the greatest number, proportionately, of 14- and 15-year-olds out of school for work, while Connecticut has fewest. For 16- and 17-year-olds, California has the lowest proportion of youngsters out of school for work, or one in 27, while Georgia has the highest—with one in four leaving school for a job.

Among girls, the report said, 18 times as many are working in general merchandise and variety stores as in 1940. Seven times as many work in eating and drinking places, and three times as many in households, including babysitting.

Among boys, six times as many are working in entertainment and recreational services, two and a half times as many in eating places, food, dairy and drug stores, and twice as many in logging and sawmill industries.

Four youth problems were underscored:

1) Agricultural employment. Nearly 200,000 rural children were reported out of school and at work.

2) Part-time employment. More than 1,000 children carry a work load of 35 hours a week or more in addition to school. The report warned that "such an excessive work load is bound to interfere with their education, extra-curricular activities and the social give-and-take necessary for healthy adolescent development."

3) Early school leaving. One child in every two who enters high school leaves before he graduates, and thus is "ill-equipped for his future responsibilities."

4) Enforcement of child labor laws. The report urged each state, in view of the facts, to improve and enforce its child labor laws.

ILGWU co-op to provide 1,688 new apartments

Garment workers have broken ground on Corlears Hook for a \$20 million, 12-acre co-op housing project. The project includes 1,688 apartments in four buildings. One-third of them are reserved for International Ladies Garment Workers Union members.

Sponsored by the union, United Housing Foundation, and Edward A. Filene Goodwill Fund, the project had trouble getting a bank loan. But when ILGWU threatened to put up \$15 million, the Bowery Savings Bank made the loan.

Said ILGWU's president, David Dubinsky, "Just as bankers and big capital sometimes break labor strikes, so this time we broke the bankers' strike."

The project is built where some of the city's worst slums once stood. Under Title I of the National Housing Act of 1949, Uncle Sam spent \$3.6 million and the city \$1.8 million buying up the slums and clearing the land, then resold the land at a loss to the co-op.

Co-op members will pay down \$625 a room, then \$17 a room per month. The project will be completed by mid-1955.

ILGWU is the third big union in New York to sponsor a housing co-op. The Amalgamated Clothing Workers, the pioneer, has three proj-

ects, and the International Brotherhood of Electric Workers has one. The union-sponsored co-ops are all members of United Housing Foundation, which includes many other housing co-ops.

In Washington, the National Council of Churches urged more widespread use of Title I to clean up slums, stricter enforcement of state and local housing laws, and an end to racial segregation in housing.

Statistics on strikes

Although the number of strikes throughout the U.S. in 1953 was only 17 under the 1952 all-time peak—5,100 in 1953, 5,117 in 1952—the number of workers involved was much less—2,300,000 in 1953, 3,540,000 in 1952.

Because of the fewer number of workers involved in 1953, idleness caused by strikes (27,000,000 man-days) was less than half the 1952 mark of 59,100,000 man-days, and was the smallest figure for any post-war year except 1951, when the total was 22,900,000 man-days.

There was only one strike in 1953 that caused a million or more man-days of idleness, while in 1952 there were six such strikes. In 1953 only 28 strikes involved 10,000 or more workers.

AFL urges warranty for home buyers

The American Federation of Labor again urged that buyers of homes constructed under the FHA and VA programs be protected by a builder's warranty against structural defects.

Reiterating action taken by the last AFL convention, Secretary Boris Shishkin of the Federation's housing committee told a subcommittee of the President's Advisory Committee on Housing that the warranty should remain in effect during the first two years after purchase of the house.

"The warranty would constitute a legal obligation between the builder and the purchaser which would set forth certain obligations on the part of the builder for a specified period," Mr. Shishkin said.

He said the obligations should be as follows:

1) The builder would guarantee that the house as sold to the purchaser conforms with the construction plans and specifications as filed with the FHA and VA.

2) The warranty would also set forth that, for a period of two years after occupancy, the builder would agree to make good any structural defects which might arise or would compensate the purchaser for any expense he might have in order to repair such deficiencies.

"The home purchaser ought to be protected against flooded basements, wet walls, defects in mechanical equipment or other defects which may result from poor workmanship or materials," Mr. Shishkin told the subcommittee. "In the event of a dispute arising under the warranty, the parties could agree on a single arbitrator or each party could select one member of an arbitration board and they, in turn, would select a third member."

He said the warranty should be included among the closing documents required by the FHA and VA before the government makes a commitment to insure or guarantee a loan for the purchase of a house.

Israel trains workers for vital jobs

To supply the constantly increasing demand in Israel for skilled labor in industry, a nationwide program of vocational training was sponsored by the Ministry of Labor, the Histadrut (Israel's Federation of Labor), the Manufacturers Association, and the Labor Exchanges (controlled by the unions). In the last two years, 20,000 unskilled men and women have attended training courses and have acquired industrial skills. More than 100 different skills have been taught to immigrants.

The first step in the training of the skilled worker is a full-time course on the basic elements of the skill being studied. These courses consist of seven hours of classroom instruction a week and forty hours of actual work at the trade. When he has completed this course, the worker has mastered the trade sufficiently to be able to get a job in industry.

Once he has begun to work in his new job, he can continue to improve his skill by attending advanced courses in the evenings. These provide a staggered system of instruction from basic training through successive degrees of skill-improvement until the worker has reached the highest possible proficiency.

Many an immigrant in Israel has completed his elementary training in a new skill and has then risen, helped by a succession of courses, to the highest levels in his trade.

The vocational training program for adults is largely the financial responsibility of the Government. Histadrut is concentrating particularly on the tens of thousands of teen-age immigrants. Newcomers comprise more than half of Israel's population and two-thirds of Histadrut's membership. Almost all are unskilled. Histadrut is trying to transform them, especially the younger generation, into skilled workers to meet the needs of the country.

Histadrut trade schools, known as Amal schools, have already trained thousands of youngsters. At present, a thousand youngsters are registered in these schools. The oldest Amal school is in Tel Aviv, and was named in memory of Max Pine, the late veteran American labor leader.

New Training Center launched in Libya

This is the story of how four governments and several international agencies, using the limited means at their disposal, joined forces to provide Libya with a modern Technical and Clerical Training Center.

The Center, which was started in 1950 by UNESCO, opened its fall term in 1953 with 300 student clerks and mechanics and a foreign director and 35 instructors provided by the International Labor Organization under the Expanded Technical Assistance Program of the United Nations and Specialized Agencies.

This could not have been accom-

plished, however, if everyone who was in a position to do so had not pitched in and helped.

Every government needs trained technical and clerical staff for its ministries, shops, and administrative offices. But when a state is as new as Libya—it attained its independence only on December 24, 1951—trained staff is not always easily available.

That is why the British and French authorities who administered Libya until then, submitted a request to UNESCO in 1950 and plans were set on foot for the organization of a Technical and Clerical Training Center. This Center, which is housed in converted barracks near the cathedral in Tripoli, has already turned out several hundred graduates, all of whom have been promptly absorbed in government jobs, both clerical and manual.

The Tripoli Center is an example of inter-governmental and inter-agency co-operation.

The United Kingdom and France, through the Libyan Public Development and Stabilization Agency, put in 22,000 pounds sterling, which was spent by the Public Works Department of the Tripolitanian Government on contracts for the building of permanent workshops.

The Libyans themselves not only furnished the land and barracks which is now the main building of the Center, but also provide the food as well as Arabic teachers, school officers, and part of the domestic staff.

The United States, through its Point Four Program, fitted the workshops with tools and even provided the kitchen utensils, dishes, and cutlery.

ILO News Service

AFT's SUMMER WORKSHOP

will be held at Madison, Wisconsin
July 19 through July 30
in cooperation with the School for Workers
University of Wisconsin

In addition to the regular program for AFT members, a more intensive program will be offered for officers of AFT locals and state federations. Further details will be published in the April and May issues of the *AMERICAN TEACHER*.



BOOKS AND TEACHING AIDS



40 years of progress for U.S. workers

THE WORKERS' STORY, 1913-1953. *Labor Yearbook No. 2. U.S. Department of Labor. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. 1953. 143 pp. 45 cents.*

How well have the wage earners of the United States fared in the past forty years? How effectively have their opportunities for useful employment been advanced? How far have workers come in terms of safer, better-paying jobs, with more security and greater opportunity for a better life?

These and other questions concerning the changing status of the American worker are discussed in the U.S. Labor Department's second Yearbook, entitled *The Workers' Story—1913-1953*. The book marks the fortieth anniversary of the Department, established by Congress in 1913.

Improvement in productivity has resulted in much higher living standards, according to the new publication. A far larger share of the American worker's income today is available for expenditures on things other than the essentials of food, clothing, and shelter.

Job conditions also have greatly improved. Industrial training is now stressed, and State governments provide free services to both workers and employers in matching jobs and workers qualified to perform them.

Laws enacted during the past forty years, and particularly the Fair Labor Standards Act, have done much to protect the worker on the job, helping to do away with child labor and sweatshops, improving safety and health practices, reducing accidents, and making the workplace more pleasant.

Workmen's compensation laws have done a great deal to relieve the mind of the worker in the event that he is injured, the Yearbook states. Laws have been passed that insure many workers a minimum wage and reduce their working hours within limits safeguarding their health.

The Social Security Act has had tremendous effect in improving the living conditions of millions of American workers. It provides assurance of aid during periods of unemployment and in old age. In some states workers also receive financial aid if they are sick.

During the past forty years the American worker has gained recognition as an individual. He has won the right to join or organize labor unions. His right to strike has been supported by decisions of the Supreme Court. He is protected by law against exploita-

tion. Legislation has been enacted to protect children, women, and minority groups from being used as sources of cheap labor.

Much of this advancement since the turn of the century, according to the Yearbook, is attributable to the increasing strength and experience of American labor unions, which are now fully recognized as a natural part of the political economy. Employing tested methods of collective bargaining, they have proved that employers and workers can work together in setting up local rules for the governance of their relationships. In this endeavor they have had the support of national and state legislation which recognizes collective bargaining as a sound method of settling and avoiding industrial disputes. In collective bargaining agreements, such things as wages, hours, and welfare and other benefits are agreed upon, and procedures to be followed in cases of individual grievances are laid down.

The Yearbook discusses the work of the Federal and State labor departments, showing how they work together for the improved welfare of American workers.

A chronology of important dates in the history of the American worker and a bibliography are included in the Yearbook, which is for sale by the Superintendent of Documents at 45 cents a copy.

On voluntary action programs in international cultural relations

WHEN PEOPLES SPEAK TO PEOPLES. By HAROLD E. SNYDER. *American Council on Education, Washington, D.C. 1953. 206 pp. \$3.00.*

This volume is both a review of voluntary American endeavor in the sphere of international cultural relations after World War II and a guide for future voluntary actions.

The author utilizes the experiences he gained as director of the Commission for International Educational Reconstruction and the Commission on the Occupied Areas. These commissions were organized to give educational assistance to the peoples of devastated Europe.

Mr. Snyder proves his thesis that in certain areas of the reconstruction that followed the last war, aid on a governmental or official basis could not be as profitable to the cause of peace as the voluntary action of groups or individuals. It is particularly true in the cultural field, where there is a sounder psychological

base in the interplay of human beings giving and receiving assistance. People actually feel and understand the problems of others when they participate with them on a cooperative problem. Mr. Snyder calls our attention to questionnaires administered to a group of work-campers before and after nine months of participation on a work problem. The results showed a marked preference for future "service-oriented" occupations on the part of the participants. The more important aspect was that the campers continued their contact with one another after the session ended.

The book receives its title from a phrase in the UNESCO Constitution that declares that the origin of wars are found in man rather than in the acts of government; and that we can achieve peace only from "peoples speaking to peoples." This is an oversimplification of the origin and causes of international conflict. Mr. Snyder limits his book to the cultural relationships between humans. His summary of past achievements makes interesting reading. However, it is the second part of his book, dealing with ways in which future programs of voluntary action may be established, that is of greater importance.

Part II may be considered as an essential manual for organizations or individuals concerned with doing work similar to that which Mr. Snyder records in Part I. Here he deals with the criteria for establishing varied voluntary action programs. For each program he suggests the purposes, advantages, characteristics, limitations, and evaluations to be considered in establishing the program. Also included are lists of organizations that are now practicing these programs partially or to a full extent.

In the organization and writing of his material, Mr. Snyder has done an excellent job. To those interested in the type of work he deals with, it will prove invaluable. We hope that time will be on the side of people like Mr. Snyder and allow them to convince other people that we are all humans and that wars are inhuman.

HENRY MERRITT, *Local 2, New York, N.Y.*

Community-school developments both here and abroad

THE COMMUNITY SCHOOL. *Fifty-Second Yearbook, Part II, of the National Society for the Study of Education. Edited by NELSON B. HENRY. The University of Chicago Press, Chicago 37, Ill. 1953. 292 pp. + LXXII.*

The phrase, "Community School," like "Hi Fi," has lost much of its meaning because we have used the term to mean so many different kinds of development. This yearbook goes a long way in clarifying the basic concepts of the community school. The book accomplishes two major purposes:

1. It presents in one volume an overview of the studies which have been made in community-school development, and a brief description of a surprising number of actual developments in this country and others;

2. The volume analyzes the relations of authority to the development of community schools and in so

doing comes to grips with a problem that is usually circumvented in the literature.

Just a few words about the general overview. Such educators as Hanna, Krug, Haskew, and Lewis (to mention only a few) present inclusive statements on program, staff, organization, administration, and facilities of the ideal community school. These statements are amply illustrated by happenings from the Tennessee Valley Schools, the Sloan Experiment in Kentucky, and schools covering every region of the country—Michigan, California, Vermont, Florida, Missouri. I wish more attention had been given to the process of how these schools had happened to develop. One unique feature of the overview was the description of community-school developments in other countries. A strong inference of many of the authors seemed to be that schools in simple cultures were more accurately described as community schools than are our complex, super-organized structures of today. UNESCO projects, Gandhi's New Education in India, and like experiences have much to teach all of us about the community-school idea.

This reviewer recommends particularly Muntyan's chapter, "Community-School Concepts: A Critical Analysis." Muntyan faces squarely problems involved when the school seeks to act as the dynamic by which "the resources of a community are related to the needs and interests of the people." And the major problem which educators so often have not seen is that of the source and functioning of authority. The authority comes, of course, from the community, the social order. Thus in an authoritarian society the educational system can be used quite easily to maintain the accepted social order. But what of the functioning of authority in a democratic society? Many of the earlier community-school attempts failed because of an unrealistic attitude toward authority.

Muntyan maintains that schools have operated "in accord with the viewpoint of the particular power group which happened to dominate the given situation. . . . It is imperative, therefore, . . . that we come to a clear understanding of the conception of the authority relationship between school and community." In an analysis of the functioning of this authority these principles are discussed:

1. The authority which the teacher symbolizes is the social system, the community, rather than an intellectual discipline.

2. Teaching skill needs to be reconstructed in terms of group methods and group processes. These skills must be extended to lay groups.

3. The teacher's expertise in philosophy, sociology, and biological sciences must be oriented toward the functional, educational, and social community.

I believe you'll find this volume an expression of the purposes of education for which the American Federation of Teachers stands. The analysis of power and authority contributes to democratic thinking and gives those of us known as the professional staff an opportunity to *work with* rather than *work on* other community members to make living better for all of us.

MARY BEAUCHAMP, *School of Education
New York University, New York, N.Y.*



OUR LOCALS REPORT

High school unit of 504 offers solution as opening of new school cuts enrollment

504 WAUKEGAN, ILL.—Since the construction of a new high school in neighboring North Chicago will bring a decrease in the enrollment in the Waukegan Township High School, Local 504 is urging that this opportunity be taken to decrease class size and thus offer improved services to the high school students of Waukegan.

To assist in carrying out this purpose, the following resolution was passed unanimously at a regular meeting of the high school unit of the local:

WHEREAS, The high school unit recognizes the forthcoming separation of North Chicago students as an excellent opportunity to provide increased and improved services to the students of Waukegan; and

WHEREAS, The high school unit believes it very important to dispel the uncertainty that exists among the present staff at WTHS; and

WHEREAS, The high school unit believes that retirement and transfer of the teaching staff at WTHS and the increasing number of students who will be arriving from the Waukegan grade schools will make it unnecessary to dismiss any of the present staff; therefore be it

Resolved, That the faculty welfare committee, the administration, and the board of education work together to promote a policy of no teacher dismissals as a result of the North Chicago separation; and be it further

Resolved, That the faculty welfare committee prepare statistics to present this viewpoint to the necessary channels for most favorable publicity.

Resolved, That the faculty welfare committee prepare statistics to present this viewpoint to the necessary channels for most favorable publicity.

New Utah local makes notable beginning

1205 CARBON COUNTY, UTAH—The newest Utah local of the American Federation of Teachers was organized in Price, Utah. The teachers feel that with the active support of labor they can greatly improve the educational opportunities of the children and the working conditions of teachers.

Jack Pressitt, president of the Utah Federation of Teachers, introduced Herrick Roth, AFT area vice-president, to the teachers at an organization meeting. Mr. Roth emphasized the role that organized labor has played in education and the objectives of the AFT. Following the discussion, the assembled teachers voted unanimously to apply for a charter and to elect temporary officers.

Two labor representatives at the meeting assured teachers of labor's support of their efforts to improve

the schools. One of them pointed out that teachers who complain of their plight but refuse to organize to help themselves are not deserving of sympathy. He further said that he doubted whether teachers who do not organize to lead themselves out of difficulty are qualified to lead his children.

State officers expect the Carbon County local to develop into one of the strongest teacher organizations in the state.

Rockford voters approve building and salary plan

540 ROCKFORD, ILL.—On November 2 Rockford's citizens not only approved a bond issue of more than \$4 million for junior high school and elementary school construction, but also increased the educational rate by 17 cents, thus making possible a 10% salary increase.

Are you a good member? Here's a check list.

958 PROVIDENCE, R. I.—The Providence Teachers Union suggested the following inventory to members:

As a member of Local 958, how many monthly meetings did I attend?

Did I gripe about motions passed by the membership? Was I there to talk against them and add one more vote to the opposition?

Did I want something that the membership voted down? Was I there to explain my point of view and add one more vote to the affirmative side?

Did I pay my dues on time?

Did I remain objective and not let personal feelings influence my thinking and color my judgment on important issues that are bigger than any or all of us?

As a delegate, did I attend all meetings or send an alternate?

Did I take notes on the agenda discussed at those meetings?

Did I make a complete report to all Union members in my building?

Did I turn in money collected for dues promptly, aiding the treasurer to keep accurate records?

If you can answer honestly in the affirmative all those questions which apply to you as an individual, you are a good Union member.

If, however, an honest answer must be negative, resolve now to do better next year and every year thereafter, for a strong, united membership cannot fail.

Panel discusses school and community

965 VENICE, ILL.—"The School and the Community—What We Owe to Each Other" was the topic of a panel discussion at a meeting sponsored recently by the Venice Federation of Teachers. Panel participants included teachers, a principal, the chief of police, and members of local clubs and organizations.

Supplementing pensions by Social Security gives Delaware teachers greater benefits

The teachers in Delaware, as in Oregon, are now covered by one of the first satisfactory combinations of federal Social Security and state pensions in the country. An explanation of the provisions of this law and how it was passed might be of interest to teachers who are now working under inadequate pensions.

All state employees in Delaware, including all teachers, have been under a non-contributory state pension since 1945. Teachers in the City of Wilmington have, in addition to the state plan, a small contributory pension with benefits of \$400 per year at age 70. Many features of the state pension, especially the \$150 per month maximum, had become inadequate and Local No. 762 had been working in cooperation with other state agencies since 1950 to liberalize the plan.

A survey carried out by McGee and Company, Philadelphia, indicated that a maximum increase in benefits at a minimum cost to the state could be secured by supplementing the non-contributory state pension with Social Security.

Steps in legislation:

Because of the federal provision prohibiting Social Security coverage for public employees already covered by a pension, there was a perplexing situation in both the case of the state pension and the Wilmington teachers' contributory pension. The problem was to get the legislature to repeal the existing pensions, authorize Social Security, and re-pass the repealed pensions without stopping in the middle.

The first line of attack was to try to put all of these actions into one bill. Legal advice finally ruled this out in the case of the state pension, and the final decision was to pass a series of bills, each to take effect on succeeding dates after the adjournment of the Assembly. The Governor delayed signing any of the bills until they had all been passed.

The possibility of putting this action all into one bill should, however, be investigated further in order to eliminate the possibility of losing a fair pension and ending up with nothing but Social Security. In the case of the contributory pension in the City of Wilmington it was actually handled in one bill; this one act provided for the liquidation of the pension on one date and the re-establishment of the same pension one month later, Social Security

coverage to be effected during that month.

The duration of the "suspension" of the non-contributory state pension created no particular problem aside from providing funds for those already on pension. In the case of the contributory Wilmington plan it was necessary to place the assets in escrow to care for those already on pension, and allow those who wished to retire from the plan to withdraw their pro rata share of the assets. Since this amount came to only about 55% of contributions, there were few withdrawals even though the plan is not held in very high regard.

The all important question, of course, is whether the new pension plan was worth the effort and risk involved. Here are the features:

Retirement:

1. After 30 years of service or at age 60 with at least 15 years' service.

2. With disability, after 15 years' service.

Service:

Must be continuous, except there may be breaks of one year, not to exceed an aggregate of five years. (Time in the armed forces is not considered a break.)

Benefits:

1. Years of service divided by 60, multiplied by the average monthly salary for the last five years. This means that persons retiring after 30 years of service receive half of the average salary received during the last five years of service. It also allows for more than one-half for those working more than 30 years. Retirement is mandatory at 70 years.

2. Minimum benefit: \$75 per month. Maximum benefit: \$250 per month.

3. Survivor's rights as provided under Social Security.

Social Security:

The retired employee is required to apply for Social Security as soon as he is eligible, and this amount is deducted from the state payment as set forth above. The state carries the full pension until Social Security age is reached.

Contribution:

The only payment made by the teacher for this entire plan is the 1½% (2% starting in January 1954) Social Security tax on the first \$3600 annual salary.

F. EARL MCGINNES, JR.
AFT vice-president

Washington Federation holds 18th convention

The Washington State Federation of Teachers held its eighteenth annual convention in Bremerton. A legislative program aimed at greater job security for teachers of the state was announced. Resolutions called for a minimum state-wide salary schedule and a stronger tenure law.

A resolution was approved to oppose all private subsidies for public education "which might lead to undue control over the educational process." This was in response to the proposal that private industry subsidize education where possible.

The delegates also pledged to work for revision of the present retirement law so as to make benefits more nearly adequate. The group recommended reduction of class size in the now overcrowded lower grades, limiting the first grade to 22, and second and third grades to 25 pupils.

Improved personnel procedure was also recommended. This included permitting the teacher concerned to see his own file on request and providing that no material could be placed in the file unless it bore the signature of the teacher concerned to indicate that he had read it.

Boards may carry liability insurance

School boards in Illinois may now carry liability insurance to protect teachers who may face law suits arising from injuries to pupils under their care. A decision of the Illinois Appellate Court had stated that a board of education could not legally expend public funds for such a purpose, but the last session of the Illinois legislature passed a bill making it legal for boards of education to purchase such insurance.

Speaker urges training of competent citizens

1055 CHAMPAIGN, ILL.—Addressing the American Vocational Association in Chicago on November 26, Dr. B. Othanel Smith, first president of the University of Illinois Federation of Teachers, said that there are still "no adequate programs for educating persons in their role as members of society." He pointed out that there are 1500 undergraduate courses at the University of Illinois—more than one can learn. So, he said, we specialize. But "we seem to know more about how to produce a specialized worker in the occupations and professions than we know about how to produce a competent member of society."

Cleveland Teachers Union carries on many important projects



A group enjoying the Cleveland Teachers Union Christmas party. At far right is E. Jerrow, president of 279.

279 CLEVELAND, O. — The Cleveland Teachers Union is planning to celebrate its twentieth anniversary this winter. The celebration is expected to be the high point in the local's activities for this school year.

Paul Corey, chairman of the local's committee on publications and editorials, reports that the Cleveland Teachers Union has promoted several important projects within recent months. "Our latest promotional project is a teachers' handbook, 'Take 9 Steps to Success with the AFT,' which contains practical information of importance to teachers," writes Mr. Corey.

Earlier in the school year the local held a tea and social hour for new teachers and building chairmen. On this occasion Mr. E. F. Jerrow, president of Local 279, outlined AFT policies, and other officers and committee chairmen spoke briefly. There was also a Christmas dinner party, at which the social committee presented a gala program.

"As always," reports Mr. Corey, "our local enjoys the best of relations with our central labor council, the Cleveland Federation of Labor, and also with the Ohio Federation of Labor. Real fraternity has been evident in their understanding of our problems."

German exchange teacher discusses differences between school systems

743 GRANITE CITY, ILL.—Alfred Krumsiek, past president of local 743, has exchanged teaching positions for the year with a German teacher, Dr. Hans-Gruenther Assel of Ansbach, Bavaria. Some of Mr. Krumsiek's letters are very interesting.

He observes that "no teacher in my school ever opens or closes a door. Some pupil always pops up to do it for him." But he notes that teachers' salaries are pitifully poor and his Fulbright grant is considerably better than the salary of the headmaster of his school. Moreover, his standard of living is about one-fourth of that he enjoyed in the United States. On the faculty where he now serves, there are forty men and one woman. Boys who complete the fourth grade (in Volksschule) may enter a higher school (Oberrealschule) by passing a proficiency examination, but if their work is not satisfactory they must return to their former school.

Dr. Assel, the German teacher, finds that Americans are full of torrential energy and activity. He is deeply impressed by the absence of sharp class distinctions here.

Layle Lane tours globe observing schools

2 NEW YORK, N.Y.—Miss Layle Lane, who is well known to many AFT members as chairman of AFT's standing committee on democratic human relations and who, from 1945 until last fall, wrote our *Human Relations Front* page, is now on a world tour. From Bombay, India, she writes of an interesting visit to the New Era School, Hughes Road, Bombay. Miss Lane arrived just as students and teachers returned from a camp near a village which had been adopted by the school. The purpose of the camp was to cooperate with government experts in working for many village improvements. The school impressed Miss Lane as excellent.

Lillian Herstein given Thomas H. Wright award

189 CHICAGO, ILL.—Miss Lillian Herstein of the Jewish Labor Committee staff was awarded the Thomas H. Wright 1953 achievement citation "in recognition of outstanding work as public and high school teacher for the last 40 years and for the molding of thousands of young Americans in the spirit of freedom, democracy and true Americanism, and for her outstanding professional leadership in bettering human relations within organized labor in Chicago."

The award was made at a luncheon before 600 guests, sponsored by the Chicago Commission on Human Relations, the official body of the City of Chicago in the field of establishing friendly and harmonious relations between all races and religions.

Miss Herstein was for many years an active member of the Chicago Teachers Union. After retiring from teaching in the public schools of Chicago, she joined the staff of the Jewish Labor Committee.

Teachers are assured of unassigned periods in junior high school

2 NEW YORK, N. Y.—Largely through the work of the New York Teachers Guild, AFT Local 2, the lot of the junior high school teacher in New York City has been improved. Through a series of conferences with one of the assistant superintendents, the local's committee on junior high schools was assured that:

1. Every teacher is to be given 5 unassigned 45-minute periods and 3 administrative periods each week (or its equivalent for 60-minute period programs).

2. Enough teachers are to be provided to make this program possible.

3. Program makers have been advised to arrange programs so that unassigned time is distributed in such a way as to prevent any teacher from having to teach every period on any given day.

Form joint committee to solve school problems

649 GILLESPIE, ILL.—A joint committee of members of the board of education and members of the Gillespie Federation of Teachers has been created to help solve problems arising in teaching routine and to provide a better relationship between the board and the faculty.

Resolution requests board to abolish discriminatory practices in hiring teachers

538 COLUMBUS, O.—The AFT local in Columbus has requested the Columbus Board of Education to establish the policy of employing teachers, both primary and secondary, solely on the basis of qualification, regardless of race, color, or religion.

Before the adoption of the resolution making this request, Raymond Peck, former AFT vice-president and one of the outstanding AFT leaders in Ohio, presented the following statement:

"The United States of America represents the last hope of the free peoples of the world in their resistance to dictatorship from the right or the left.

"Inherent in any free government is equality of opportunity. This equality of opportunity is dependent upon free public schools, functioning democratically.

"The wavering millions who hold the balance of power between the free nations and the communistic nations must look with small favor on a policy which gives a universal voice vote to freedom and equality of opportunity, yet denies that equality to many of its own citizens. These millions whom we hope to

influence are mostly colored. When we discriminate in any way against any minority group we not only deny our own constitution but greatly weaken the cause of all free people.

"The employment of colored teachers at all teaching levels has long since passed the experimental stage. It is an established and successful custom in many Ohio schools. It is time that Columbus stand and be counted. Do we, or do we not, believe in democracy? If we do not, we are on the wrong side. If we do, we should implement our belief before it is too late.

"In the sincere belief that the foregoing represents a portion of what should be every American's creed; and in the hope that this will become one small step toward the relief of world tensions, we respectfully submit the following resolution:

"Be It Resolved that the Columbus Teachers Union, AFT Local 538, request the Columbus Board of Education to establish the democratic policy of employing teachers, both primary and secondary, solely on the basis of qualifications, regardless of race, color, or religion."

Useful handbook prepared by Local 512

512 BELLINGHAM, WASH.—The teachers' handbook compiled by the Bellingham Federation of Teachers has aroused much favorable comment. The booklet, which has 20 pages 3¼ by 5¼, has proved to be a valuable guide to teachers. It presents tables showing the amount of extra pay for various extra activities, the current salary schedule, including the amount of credit given for education, experience, and military service, and other useful information. Policies on certification, compulsory retirement, sabbatical leave, and sick leave are also given.

The handbook is prefaced by a statement by the superintendent of the Bellingham schools, Gordon L. Carter. Mr. Carter declares: "I feel very strongly that all teachers should belong to a professional organization. I also feel that every teacher should be free to join the organization of his or her choice. There will be no discrimination from this office against a teacher because of membership in any professional organization."

Two Lynn members serve in public office

1037 LYNN, MASS.—The members of the Lynn Teachers Union are proud of two of their members who have recently been elected to public office. Alphonse Drewicz, past president of 1037, was elected to the city council. James Twohig, a charter member of the local, was elected to the school committee. Mr. Twohig is now on leave of absence from his teaching duties. The schools are fortunate in having two men vitally interested in education serving the community in important posts.

Hospital addition serves as memorial

31 SACRAMENTO, CALIF.—To perpetuate the memory of a member described in the bulletin of the Sacramento Federation of Teachers as "one of the best friends we ever had" and "a truly great man," an addition to Sacramento's Mercy Hospital is being financed by his friends. Local 31 is making every effort to meet its quota for the Marsh Memorial Fund.

Clara Gluck retires; honored at party

2 NEW YORK, N.Y.—A party in honor of Clara Gluck, who recently retired from teaching in the New York City schools, was attended by many distinguished members of the New York Teachers Guild. George Counts, John Childs, AFT President Carl J. Megel, and Toastmistress Rebecca Simonson all spoke of Mrs. Gluck with affection and admiration. Fortunately, retirement from teaching will not mean retirement from the devoted service which Mrs. Gluck has given the Guild.

Mrs. Gluck has belonged to the AFT since its early days and is well known to many AFT old-timers, especially to those who have attended a number of AFT conventions.

Waukegan favors building program

504 WAUKEGAN, ILL.—The citizens of Waukegan approved, by a 2-to-1 vote, a referendum to provide \$2,673,000 for a school building program. Local 504 endorsed the referendum and supported it actively. Letters of commendation for its work were sent by the Board of Education to the chairman and secretary of the Grade School Unit of the local.

As a result of the favorable vote, it will be possible to build one grade school and two junior high schools in Waukegan.

M. Wheeler reappointed to state board

571 WEST SUBURBS, ILL.—Miss Mary Wheeler, AFT vice-president, was reappointed to the Illinois State Teachers' Certification Board. The board was created in 1951 and includes the superintendent and nine members appointed by him. Two of the nine must be classroom teachers, whose terms are two years each, so arranged that one expires each year. When the board was created, Miss Wheeler drew the short term, but her present appointment is for the full two-year term.

Portsmouth holds fellowship banquet

746 PORTSMOUTH, O.—The Portsmouth Federation of Teachers sponsored a "Fellowship Banquet" early in December. The main address of the evening was given by AFT President Carl J. Megel. The superintendent of schools also addressed the group.

GIRL SCOUTS OFFER SUMMER EMPLOYMENT for WOMEN TEACHERS

FOR qualified women, summer jobs in Girl Scout camps offer excellent chances to work with children in various age groups in an informal, outdoor setting, helping them learn as they have fun. Jobs as camp counselors, camp directors, waterfront directors, assistant camp directors, program consultants, and business managers provide a summer free from expense, plus salary.

Because the Girl Scouts have always been pace-setters in the newest methods of camping, these jobs provide a chance to study first-hand the advanced techniques of good camp program. Outstanding among these is the camper unit of self-government, in which small groups of girls live, work, and plan their own program with the assistance of the leader.

For jobs as camp directors and assistant camp directors, applicants should be at least 25 years of age, or 21 years of age respectively, and have had experience in camping and in administrative and supervisory work with groups and with the Girl Scout program.

To qualify as a unit leader, experience in working with children as a teacher, camp counselor, or leader is necessary. There are also openings for waterfront directors (they must hold a current Instructor's Certificate); program consultants (with experience in a special field such as music, dramatics, nature, campcraft); and business managers (with business training including typing and bookkeeping).

With the exception of camp director positions, all applicants must be at least 21 years of age, have sympathy with the aims and philosophy of Girl Scouting, good health, an interest in and enjoyment of camping, and interest in and understanding of girls, and the ability to work well with others and to adapt to camp living.

Salaries are determined by the individual's experience, personal qualifications, and extent of training. Incidentals of the job such as laundry, traveling expenses, etc., may be paid depending upon the length of the camping season and location of the camp. All staff members participate in a basic pre-camp training session of about five days.

Interested persons can get in touch with their local Girl Scout council office, or have their name referred to the Girl Scout National Branch Office nearest them by writing to:

Miss Fanchon Hamilton
Personnel Department
GIRL SCOUTS OF THE U.S.A.
155 East 44th Street
New York 17, New York